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The next number of THE CLASSICAL WEEKLY will contain sixteen pages. The main feature of the issue will be Mr. Hurlbut's paper on the Vocabulary of First Year Latin, which attracted much attention at Haverford in April last, when it was presented at the meeting of The Classical Association of the Atlantic States as part of the Symposium on First Year Latin. The paper gives a list of 600 words for First Year Latin Study, arranged in three different ways.

It is thought that many teachers will find these lists useful, alike in school and college. I intend to use them with my freshman class at Barnard College. Extra copies may be obtained at 10 cents each (12 copies one dollar, 25 copies two dollars). The issue will be copyrighted. C. K.

Some of my remarks in THE CLASSICAL WEEKLY of January 22 (3.97) seem more or less liable to misconstruction, and Professor Ingersoll of Yale University has done me the great service of criticising and amplifying them in the communication which follows. G. L.

I have just read with much interest the full and clear editorial of Professor Lodge in the current issue of THE CLASSICAL WEEKLY. Professor Lodge writes on the basis of full information and in an admirable spirit, but it is possible that a reader whose inside information is not so complete as that of Professor Lodge might get an erroneous impression from one or two passages in the editorial, to which therefore I should like to allude briefly.

One of the passages reads as follows: "*The reduction of the amount specifically required will relieve teachers of the necessity of covering so many pages in a given time*". Properly understood this passage is quite unobjectionable, but to a reader not thoroughly familiar with the definitions formulated by the Commission it might not unnaturally be misleading. The definitions of the Commission distinguish sharply between (1) the amount of the reading required and (2) the texts specifically prescribed for minute examination, and the Commission has recommended no reduction under the first of these two heads. The correct understanding of this fact is obviously important. Under the definitions of the Commission a candidate for admission to college must be duly certified by his teacher(s) as having an amount of Latin fully equivalent to the old four

books of Caesar, six orations of Cicero, and six books of Vergil.

Another passage in the editorial which seems to call for a word of comment is the one in which Professor Lodge says "*There seemed to be a unanimity of opinion that the best test of teaching was the ability to translate unseen passages of Latin with substantial accuracy*", and the two following sentences. The point here to be noted is that the case is not quite so simple as the words of Professor Lodge would seem to imply. All members of the Commission would agree (as indeed who would not?) that the accurate reading of unseen passages is an excellent test and, in fact, they all heartily favored the general employment of this test in the entrance examinations; but these facts do not quite cover the whole case and Professor Lodge's statements in this section of the editorial seem to me to be too sweeping. I shall attempt no discussion of the subject here, but will content myself with the statement that the distinction between "seen" and "unseen" may be carried too far in language-teaching as well as in other spheres, and that "the ability to translate unseen passages", while an excellent test and heartily to be commended, does not necessarily supply a complete solution to all the problems involved.

I will add just a word on the subject of the use to which the definitions of the Commission may be put by those who are interested. The main object of the labors of the Commission, by the very terms of its constitution, was in the direction of securing uniformity in entrance requirements in Latin. A start has now been made in this direction, but of course the whole problem has not been satisfactorily and permanently solved and there are imperfections even in what has already been done. The Commission, however, still continues in existence and contemplates further deliberations if they shall seem to be called for. It would seem that, for the present at least, the best chance of further progress in the desired direction is through the Commission. The Commission of course has no authority whatever, nor has it, I am sure, an desire to impose its views upon anyone. Such influence as it may have must be by way of purely voluntary approval and acceptance on the part of schools and colleges. If such voluntary approval and acceptance are not secured, the Commission will have accomplished little or nothing.

Nor will much have been accomplished, if various colleges accept merely certain parts of the definitions of the Commission, making each in its own way certain reservations, exceptions, modifications, or additions. If, however, colleges which approve in *general* the aims and statements of the Commission to date will adopt for the present the Commission's definitions as they are and will send to the Chairman of the Commission (Professor John C. Kirtland, Exeter, N. H.) suggestions for future modifications, there is at least a *chance* that definitions may ultimately be formulated which will be satisfactory, if not to all, at least to a large majority of those concerned.

J. W. D. INGERSOLL.

#### SYMPOSIUM ON FIRST YEAR LATIN.

(Continued from page 109. See page 106)

(b) Should forms be presented piecemeal or en bloc?

Until about thirty years ago any first year Latin book which did not follow an orderly presentation of first the forms and then the syntax of Latin would certainly have lain unsold upon the publisher's shelf. About 1880, however, a new pedagogical theory began to be exploited in such books as the original Collar and Daniell's and others of less renown. In these books forms were given piecemeal, with nominal, adjectival, pronominal and verb inflections interspersed with grammatical rules in a heterogeneous mass. The advancement of such a theory was evidently due to a desire to ease the learner's struggle for the mastery of Latin forms and syntax. This new style of text-book became immediately popular, and the older theory became practically extinct for several years. But when the pendulum of theoretical pedagogy swings to the uppermost limit in one direction, it is sure to return in a degree at least toward its original position. The year 1898 indeed marks the rebirth of the older theory, with the publication of Professor Bennett's *Foundations of Latin*, which advocates and embodies the older method of presenting forms.

We shall now, therefore, endeavor to discover some general principles which may serve to indicate the values which may be attached to both theories.

Latin is hard, say the exponents of the old-time theory. Its mastery requires patience and steady perseverance. But patience and perseverance can only come through the exercise of patience and perseverance. In other words, according to Aristotle, virtues cannot be taught, they can only grow in strength through their own use. What greater opportunity can we find, then, for the development of intellectual virtues than the patient and persevering attack upon Latin paradigms and grammar arranged in their proper sequence and in their entirety? The first point, then, in favor of the older method is the

schooling which it affords in patience and resolution.

The second point arises largely from the first. Logic and order are the foundations of success in any kind of work. Wherein can orderly arrangement and logical development be better illustrated and placed before the student's mind than in such a manner as we have just described? The older method, then, taught logic and orderliness.

A third and last point in favor of the older method is the fact that the student of the second year Latin will not be hampered in his use of his grammar. For has he not learned his forms and syntactical rules in their regular sequence? And this is a condition of affairs I think which does not, unfortunately, always exist in the case of the student who has been trained by the more modern piecemeal theory.

Such, then, are some of the arguments in favor of the older method. Of these, the last is better than the other two. The inability of the student to make the best use of his grammar at the beginning of his second year, may, I think, be fairly charged to the modern piecemeal instruction. The first two, however, are open to attack. The opponents of the older en bloc theory may immediately retaliate by saying that the teaching of perseverance and patience, in a word, mental discipline, is not the sole aim of Latin study, nor even the most important aim. Latin is far too beautiful a language and its riches of literature far too grand to degrade its study to merely mental gymnastics. And truly, a good way to turn a student's mind from all things Latin is the dreariness of learning everything at once. Such an attack, indeed, while fully granting the value of Latin as a mental discipline, is, I think, well-nigh unanswerable.

The new method of piecemeal presentation of forms and syntax, on the other hand, is clearly an attempt to lighten the beginner's burden. We must all, I think, admit that variety in intellectual, as well as material food, is more palatable than a steady diet of the same kind. We may even, I think, advance one step further and admit that the new method is a concession to an incipient unpopularity of Latin studies in secondary schools.

The first point, then, in favor of the new method of study is its variety, and variety is a sure means of lending interest to a subject. But this very variety is the direct cause of another favorable consideration of this theory. By means of the scattered presentation, for instance of verb forms, opportunity is given for a thorough mastery of one set of forms and for practice in their use with exercises based on that particular set, before an attack need be made upon another set, whereas, in the conjugation of a verb en bloc, no such opportunity, under the very facts of the case, can be offered for practice in parts before taking up the whole.

These two points, then, variety and advantage, we

may assert in favor of the new system. Whether they have answered the arguments of the opponents is a question which every man must decide for himself.

The ideal First Year Latin Book doubtless can be constructed on neither line to the exclusion of the other. The older method with its dreary uniformity and concentrated drill upon forms before taking up the more interesting matters of syntax and composition may be valuable as a check upon the too riotous use of the newer piecemeal exposition. Novelty in all things likes to run riot at the first. And so it was in the earliest books which embodied the features of the new system. If you examine the original edition of Collar and Daniell's *Beginner's Latin Book* you will observe that the treatment of subjunctive and infinitive forms was postponed until late in the book. Actual use, however, soon proved that such a practice was not conducive to best results. Students did not have time enough to get thoroughly acquainted with such forms and uses before the end of their first year work. In the *First Year Latin*, by the same authors, however, we find this defect remedied and in the preface to the book especial emphasis is laid upon the change in the order of presentation of these forms.

Since that time every new manual has been increasing steadily in excellence through the clearer understanding of the errors of its predecessors. We may not, it is true, be accurate prophets, but the signs of the times seem to indicate that the piecemeal theory, safeguarded by the vision of the error which has arisen from its over-use, has come to stay. Certain it is that, with only one important exception, so far as I have been able to discover, all the new books which are constantly appearing are firm adherents of the new faith, modified and corrected by the experience of some twenty-five years of actual use in schoolrooms all over the land.

So, then, we have attempted freely to weigh in the balance the value of the two methods of presenting paradigms and we have, I think, been led to the conclusion that neither in itself is perfect, but that the ideal text-book, while actually based upon the new system, may learn much from its predecessor and that only by the close interrelation of the two can the best method be produced.

(c) We may now, therefore, turn our attention to the third topic which lies within the province of our discussion. How may forms best be learned? And what are some devices for teaching and reciting paradigms?

The first requisite for the acquisition of forms consists of patience, thoroughness and drill on the part of the teacher and determination and diligence on the part of the student. The former qualities are not hard to find. They are necessarily a concomitant of every good teacher; the latter, however, I

am sorry to say do not always apparently exist in the hearts of the American youth of our time. But given an enthusiastic teacher and a fairly diligent class, what are the best ways of teaching forms? We may assert as a general principle the absolute necessity of oral drill. Great care must be taken to train the ear as well as the eye. An approximately accurate pronunciation, with due regard to quantity and accent, must be a definite aim of all first year Latin work.

In learning the paradigms of declensions the emphasis should rest on the stem-endings and on the manner in which the different cases are constructed. It is important that the student also have a clear conception of the different case-endings proper, and he may be profitably drilled on these terminations alone without any noun being attached. It may require considerable explanation to show that the stem of the second declension really ends in *o*, which apparently does not occur in any noun of this declension, as they are commonly spelled in our current manuals. Such time spent, however, need not be thought wasted. In the third declension, of course, the stem is easier to see. Right here, in the case of rather young beginners is a chance to shed a ray of light upon the pupil's difficulties. Oftentimes, I think, we have all discovered that a boy goes blindly at his work and fails entirely to see how much of his task is really a repetition. This is clearly so in the case of the third declension. Once impress upon the student's mind that to know the stem and gender of a noun of this type of inflection is all that is necessary, for the case-endings are almost all invariably the same, and his path will be considerably brightened. Stems in *i*, however, are always more or less of a stumbling block. A practice which I have found useful in overcoming this is the following. A few moments spent each day in rapidly running through lists of nouns already studied, requiring the student without an instant's reflection to give the meaning, gender and stem, cannot fail to produce good results.

Furthermore, in the beginning, at least, we should always require the English meaning. It is not sufficient to say *tuba*, *tubae*, etc. Such a change of forms is likely to be entirely meaningless to the young pupils. In every case, at least in early stages, the English equivalent should be invariably given. As the pupil's proficiency, however, increases, it will be found advantageous to abandon this practice.

In the teaching of verb forms, also, the first requisite is a knowledge of the stem. The student must be taught to derive this for himself from the present infinitive. This together with a firm grasp of connecting vowels, tense signs and personal endings will be sufficient to show him that verb inflections are not merely a piece of patchwork but rather follow an orderly course of development. Oral



drill, then, in the conjugations with carefully corrected written work will train both eye and ear to a reasonable degree of accuracy. Here, too, as in the case of noun inflections, the English meaning must be given along with the Latin form, at least in early stages of the study. It is extremely important that the pupil should understand thoroughly that each Latin tense has two or three English equivalents and it is only the practice of giving these equivalents when conjugating a Latin verb that can give him light upon these facts.

The perfect system is another bugbear. I have found the following method helpful in teaching these forms. Small slips of paper, or cards, containing a Latin verb, are given to each student, who, upon being asked to recite, must give instantly the principle parts of the verb together with the conjugation of any tense required. In this way he becomes familiar with a large number of perfect formations. Let some penalty be attached for failure in giving the right answer and a certain zest is added to the work which otherwise might be lacking.

Another device which I shall call matching will sometimes give good results. Suppose we find the form *amabant* in a sentence. I will say, "Jack, match *amabant* in the present subjunctive". (He must of course give the form in the same person and number). No time must be given for reflection. If not answered immediately the demand is passed on to the next. This device may also be varied by matching the form in another verb than in the one in which it occurs.

In classes which are neither too large nor too small exercises resembling an old fashioned spelling match may be instituted with perhaps a small prize attached for the student who comes out of the series unscathed. At first these contests may be confined merely to the spelling and definition of the Latin words assigned, but as time goes on they may be extended to include translation of any given English form into its Latin equivalent, giving its proper spelling and inflection. I have found these exercises invariably helpful, especially in the case of very young pupils.

But we might go on forever in multiplying devices. Every teacher must devise largely his own methods for interesting his pupils. That which is useful to one teacher is useless to another, and every teacher must adapt himself to the standard and environment of his work.

But the best method, above all others, for successful work in teaching Latin forms is to make the pupil respect his work. I do not say, like his work, for perhaps in some cases that is a hopeless task. The few in every class, however, who do really love their work, are sufficient to lighten the teacher's burden and to make the classroom labor a constant source of pleasure and satisfaction.

As I have said before, hard work is the essential requirement, and under constant pressure even the dullest boy will gradually begin to see light and (the miracle has sometimes happened) will bud forth into a real student of the language with a passion for all that is best in its literature and life.

ANTIOCH COLLEGE, Yellow Springs, Ohio. C. C. DELANO, JR.

### SYNTAX IN FIRST YEAR LATIN.

(See page 106)

We hear much about how men used to study Latin in the good old days, but history does not repeat itself. We are living in a progressive age, and in our progressiveness we find ourselves strenuously engaged in a complicated life.

In this age when 'each pursues his favorite phantom', it is difficult to find leaders with that poise which enables them to see things in relation and to direct public thought past the Scylla and Charybdis of the specialist. In no place do we find this so strikingly true as in the process of education. Educationists are striving to blaze a trail through the curricula of our schools that the studies of the young student may not seriously interfere with his education.

More questions are raised concerning the value of studying the humanities than of any other department or phase of education. Such titles as *A Justification of Latin*, *A Defense of the Classics*, *A Plea for the study of Latin and Greek* unmistakably tell of the public reaction against the results produced in the education of the American student.

It is indeed a wise arrangement that this Classical Association is to consider the essentials of first year Latin. If first year Latin is to be taught as some people regard their religion—as only a preparation for future life without any regard for the enjoyment of the present—it needs justification, perhaps sanctification, but certainly not adoption. The test of life should be the test of any study, that, as an apostle of the times has said, "were it broken off at any point we could say of the chapter experienced that it had been worth while". Just as far as it has been pursued, a study should be translated into the life and understanding of the student.

(a) What principles of syntax should be mastered the first year?

The answer to this question depends upon the student's preparation in English.

The first truth which impresses the young student of Latin is the agreement of the verb with its subject, a thing which is often an exception to his actual practice in English. One day when my first year class was working with the verb 'to be', a freshman of average intelligence said with all the enthusiasm of an Archimedes, "I'm just beginning to understand English. I didn't know 'to be' couldn't take an object".

<sup>1</sup> See *Moral Education*, by Edward Howard Griggs.

If this were not the condition in almost every beginning class and if it were not true that the young student learns the simplest facts about voice, mood, tense, even the direct and the indirect object from his study of Latin, the principles set forth in this paper would be presented on broader lines. But to face the real conditions the principles taught the first year must be reduced to the minimum, for the student will take his first step from where he is.

The boy who has completed his first year in Latin should be able to translate from Latin into good English and English into good Latin sentences which contain the simplest uses of the accusative, genitive, dative and ablative, which show the difference between independent and dependent clauses, the subjunctive of purpose, result and the indirect question, the infinitive in indirect discourse, *cum* temporal, causal and concessive.

Whatever rules are mastered the first year should be taught exactly as the student will be required to give them in Caesar, and whatever name is given to the ablative, genitive or dative should stand the test of time. If it is one of those ablatives which 'may be either', the truth should be told.

If these principles are really mastered and really become a part of the student's understanding and appreciation he will be far better prepared to read Caesar than the boy who has been hurried through one of the many first year books, and retains a sufficient amount of forms and syntax to pass successfully the examinations for the second year. A vacation follows and when September finds him on the battle-fields of Caesar facing legions of unknown foes he wonders which might be a supine, a gerund or gerundive, a periphrastic, a doubtful condition or a contrary-to-fact. The truth is he is well along in his second year before he is even on speaking terms with his enemies.

What may be safely omitted the first year?

First of all exceptions should be eliminated from the first year study; so too conditional sentences, the optative subjunctive, the subjunctive after verbs of fearing, clauses of characteristic, causal clauses (except those with *cum*), more complex temporal constructions, gerund, gerundive, the periphrastics and the supine.

By omitting these principles of syntax time is saved for the mastery of the more fundamental constructions and an opportunity is given to make the study of Latin really an essential factor in the student's education.

(b) When should the study of syntax begin? At once? Or should it be postponed until a goodly number of forms has been learned?

The study of syntax should begin with the first lesson. The student should be taught that every nominative means that something is to be said about it, that each case has a definite meaning and that

every form has hidden in it a 'thought which animates its being'. This year I started my freshman class with short sentences at first containing only subject and predicate, gradually introducing one use for each case; before the students saw a paradigm they could use each case in one way in short sentences. Then the paradigm was committed but it was already alive with interest.

(c) Modes of presenting syntactical principles and of fixing them in mind.

If a class is given *puella* as its first word, suggest what a girl does. She walks. She sings, she dances. She likes the *rosam*. She decorates the *mensam*.

Nothing should be left undone to make the lesson concrete. So, when I am teaching the simple uses of the preposition *in*, I place a book on the table before the class and say *Liber est in mensa*. I look out of the window and say *Carrus est in via*. From another window we can see a garden from which, I am sure, the class takes more pabulum than the people who own it.

When explaining that 'in' meaning 'into' governs the accusative, I give my class such sentences as these: The stranger walked into the school—in *scholam*. A new boy has moved into the town—in *oppidum*. I open a drawer of the table and toss a book into it and say I toss a book *in mensam*, close the drawer and leave it there and the lesson remains 'deeply imbedded in the hearts' of the students.

Since "a little jingle now and then  
Doesn't hurt the best of men"

I give my classes this rule

Duration of time and extent of space

Are usually expressed by the accusative case.

Then I ask them how long a vacation they had. Some had five weeks, six weeks, two months, others had visited in the country a year. Some walked two miles to school, others had run six or eight miles in a Marathon race. The class soon understand that weeks, months, years and miles are accusative in Latin.

Every principle of syntax may be safely taught in five steps. (1) With English sentences which are written on the board by the teacher. (2) The students write an equal number of original sentences in English. (3) The sentences which were written by the teacher are translated by the class, the teacher suggesting only what the class cannot translate. (4) Each student then translates his own sentences. (5) The class is given ten or fifteen Latin sentences to translate.

Without the use of English sentences the contrast and comparison of the two languages cannot be understood and it becomes impossible for the student of Latin to put himself in the place of the Roman.

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N. ANNA PETTY.

## REVIEWS.

**The Universities of Ancient Greece.** By John W. H. Walden, Ph.D., formerly instructor in Latin in Harvard University. New York: Charles Scribner's Sons (1909). xiv + 267 pp. \$1.50 net.

The title of this book is at first somewhat misleading if not enigmatical; for "Ancient Greece" brings before our minds the Greece of Pericles or Demosthenes, if not the far earlier Greece of the Homeric poems, and what could be meant by the universities of those times one is at a loss to understand. Dr. Walden, however, does not leave us long in doubt, but explains promptly that his book has to do with the first five centuries of the Christian era. At that time higher education was to some degree organized, though it is only by the extension of its meaning to include any kind of organized higher education that the term University can be applied to anything that then existed. This appears pretty clearly in the course of Dr. Walden's description.

The title of the book is, however, almost the only thing in it to which one is inclined to object. Certainly the period discussed is of great importance and is too much neglected by most classical scholars, and many of those who do not neglect the period altogether are inclined to devote their attention chiefly to the western, or Latin, part of the Roman Empire, rather than to the eastern regions, in which Greek was spoken and where the influence of the great thoughts of the classical period persisted in a degree not easily appreciated by those who know only the political history of the Greeks under Roman dominion. Greek life and thought during these centuries are a most interesting object of study, and if this book makes them better known or more appreciated, it will have done good service.

Before proceeding to his chief subject, Dr. Walden gives a brief account of education at Athens in the fifth and fourth centuries B. C. He finds that in the fourth century there were three periods in the education of a youth, that of elementary or primary instruction, that of secondary instruction, and that of college or university instruction. In the third period the youth became enrolled in the college of the *ephebi*, which as time went on became less and less military and more literary, and he entered upon the study of philosophy and rhetoric. Dr. Walden's account of the schools of philosophy, of the college of the *ephebi*, and of Isocrates is interesting and instructive in spite (or, possibly, on account) of its brevity.

Two brief chapters, on The Macedonian Period and on Education and the State, precede the chapter entitled University Education Established. In this the rise of the class of later sophists and the measures taken by Roman emperors and others to endow and, in some measure, to regulate instruction at Athens, are described. The same historical treat-

ment is continued in the chapters on the History of University Education from Marcus Aurelius to Constantine and The Decline of University Education: The Conflict with Christianity. In the two following chapters the appointment and number and the pay of the professors are discussed. In these chapters the preponderance of the sophists becomes more marked. In fact, from this point to the end of the book the teachings, position, and life of the sophists are treated to the virtual exclusion of everything else. This is seen in the titles of the chapters, What the Sophists taught and how they taught it, Public Displays, School-houses, Holidays, etc.; the School of Antioch, The Boyhood of a Sophist, and Student Days.

There is no doubt that in the first five centuries after Christ the sophists held the most prominent position in the educational world, at least among pagans, and their teachings had great influence upon Christian writers. But it may be that the teachers of law, medicine, and (for part of the long period in question) philosophy would seem somewhat more important than they do, if we possessed more information about them. Fortunately, we do possess pretty detailed and exact information about the sophists, especially about Libanius, and to him we are ultimately indebted for Dr. Walden's account of the boyhood, student days, and after life of a sophist. This is interesting and will be new to all who have not read the writings of Libanius. Even to those who have read those writings, the connected account here presented will serve to vivify and correlate what they already know.

Dr. Walden tells us in his preface that his book developed from a series of lectures delivered at Harvard University in 1904, and perhaps it may be due to their original purpose that the several chapters impress one as separate essays rather than as parts of a continuous work. This is more noticeable in the earlier part of the book than in the part chiefly derived from Libanius. Evidently, however, the original lectures have been very thoroughly worked over. There are many footnotes, some of which are as interesting as the text itself. The book contains a bibliography and an index.

American workers in the field of the Classics publish many excellent text-books, the form, size, and contents of which are determined by the needs of the classroom and the wishes of publishers, and careful studies of more or less important topics are published in our classical periodicals or read at meetings of societies, but there are comparatively few real books on classical subjects written by American scholars—books in which the author says in his own way what he wants to say. Among those few books *The Universities of Ancient Greece* should occupy a position of honor.

WESTERN RESERVE UNIVERSITY.

HAROLD N. FOWLER.



## CORRESPONDENCE

Will you spare me space in THE CLASSICAL WEEKLY to record my satisfaction in the Report of the Commission on College Entrance Requirements in Latin? It seems to me that the adoption by the colleges of the requirements recommended in this report would be a longer step towards putting Latin study in this country on a solid basis than has hitherto been taken within my remembrance.

I have always thought translation at sight practically the most sensible as well as theoretically the truest test of a student's progress in Latin, and I am still hoping that the examinations upon definite works supposed to have been read in the schools will sometime disappear altogether. A rather large majority of the pupils in our schools appear more keenly interested in scraping through a given examination than in really increasing their knowledge of Latin. To set them for translation on college entrance examinations passages from particular works which they have been ordered to read directly encourages their natural tendency to approach the study of these works with a view to trying to memorize as much as possible of an accepted English rendering of them rather than with the purpose of trying to learn the meaning of the Latin in which they are written. On the other hand almost all boys and girls have or readily acquire an interest in the progress of their own ability to do a thing when they can see that ability increasing under their efforts and attaining some practical object, and even the pupil who has least of such an interest will more cheerfully and effectively apply himself to learning the Latin language when he knows that his passing his college entrance examination in Latin depends upon his knowledge of that language and not upon his ability to set down an extraneously acquired English version of so and so much Cicero and Vergil.

HENRY PREBLE.

Great indeed is the power of conservatism! How easy it is to perpetuate a blunder, if that blunder has behind it the authority of tradition!

Who first mistranslated *primus* in Aeneid I? Was it Chaucer in his House of Fame, with his "that first came through his destinie"? Him followed at any rate Morris, Conington (verse translation), Cranch, Long, Rickards, Howland, and all the wise editors of our school editions, save where a *rara avis* has observed Conington's prose translation, as if *primus* could be *primus*!

Why call Aeneas the first in time? What great Trojan princes, then, came after him in their turn from Troy, the sacked?

To find what Vergil really meant by *primus* look down to l. 24.

*prima quod ad Troiam pro caris gesserat Argis.* Vergil meant this: 'Of wars I sing and of the warrior chief who from Troy's shore Fate's exile came', or 'Fate-exiled leader of his people' or half a dozen other ways which would not lose the idea that Aeneas was of significance in the council of the gods just in so far as he led the remnant of the Trojans to mingle their blood with that of the Italians in order to produce, one day, Rome the everlasting.

E. S. SHUMWAY.

MANUEL TRAINING HIGH SCHOOL, Brooklyn.

SUMMARY OF THE CLASSICAL JOURNAL,  
JANUARY, 1910

The first article, Commercialism and Territorial Expansion, is by Professor Tenney Frank, of Bryn Mawr. His thesis is "that the commercial classes

of Rome could have had very little influence in shaping the policy of expansion at Rome". Mommensen, who was followed by others, was the first to take a different view. In defense of his position, Professor Tenney cites the case of Delos. After the defeat of Perseus, Rome made Delos a free port under the direction of Athens. Such a disposition of Delos was a natural one, as it would satisfy the claims of Athens and would punish the Delians for their friendship for Macedonia. Historians, however, claim that Delos was made a free port at the request of merchants who were trading there. But the inscriptions recently discovered at Delos show that this was not the case, for out of 2000 inscriptions found on the island only about 300 bear Roman or Italian names, which would show that the Roman influence was small. Other facts which the writer mentions as proving that commercialism was not the controlling motive in Roman expansion are: the state prohibited the nobility from engaging in commerce; Rome's real wealth lay in what might be called banking and brokerage; in her treaties she did not keep commercial opportunities in mind; the Romans were averse to seamanship; and her failure to improve the harbor at Ostia during the Republic. Finally, he says, "we can consistently trace a thoroughly Roman endeavor to extend the domain of law, order, and justice".

The second article in this number, The Teaching of Virgil, by Kenneth C. M. Sills, of Bowdoin College, is a plea for the teaching of the last six books of the Aeneid in the high school course, for it is a shame that the boys and girls should know nothing of such fine portraits as Camilla, Mezentius, Turnus, Nisus and Euryalus. He regards it as feasible to have a textbook that shall include all the twelve books, from which selections might be made equivalent to the 4,755 lines of the first six books. (It seems to me that the excellent edition by Professor Knapp, including selections from the last six books, would meet his requirements.) Among the difficulties in teaching the Aeneid, Mr. Sills mentions the following: the securing of a proper appreciation of the characters of the poem; the looseness of the structure; the fact that it is the first Latin poet studied; the complications of syntax and vocabulary. He should have added involved order, as seen in such lines as,

In latus inque feri curvam compagibus alvum.

The third paper, Indications in Carlyle's French Revolution of the Influence of Homer and the Greek Tragedians, is by Miss Helen C. Flint of Mount Holyoke College. Carlyle spent the long evenings of one winter reading the first four books of the Iliad with the help of a young friend, William Glenn. As the French Revolution is a prose epic, we should expect to find in it the influence of this reading. Such is the case, as the writer has shown by a large number of citations. Of especial interest are the epithets which Carlyle applies to his men and women, which show a strong Homeric coloring. Passages are quoted showing the influence of his reading in Aeschylus and Sophocles. The article is a very interesting one.

In this number the following books are reviewed: T. Rice Holmes's Translation of Caesar's Commentaries on the Gallic War (by J. B. Pike); Ch. Huelssen's The Roman Forum (by G. J. Laing); O. F. Long's Livy: Selections from the First Decade (by W. S. Gordis); Arthur L. Frothingham's The Monuments of Christian Rome (by Grant Showerman); D'Ooge's The Acropolis of Athens (by C. B. Gulick). ERASMUS HALL HIGH SCHOOL, Brooklyn. W. F. TIBBETTS.

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